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ABSTRACT

Prepared through the Career Options Research and Development (CORD) Project, this document presents a brief summary of efforts to develop curriculums and programs for the human services areas. Aimed specifically toward the training of the economically disadvantaged for paraprofessional positions, the report presents: (1) background information concerning Project CORD, (2) definitions of terms, (3) objectives and findings of Project CORD, and (4) a listing of Career Options advisory documents. Also included is a human services career ladder depicting employment and educational requirements for the: (1) high school trainee level, (2) technician I level, (3) technician II level, (4) technologist I level, (5) technologist II level, and (6) professional or graduate level. Curriculum outlines for the above levels are included i. the appendix. (JS)

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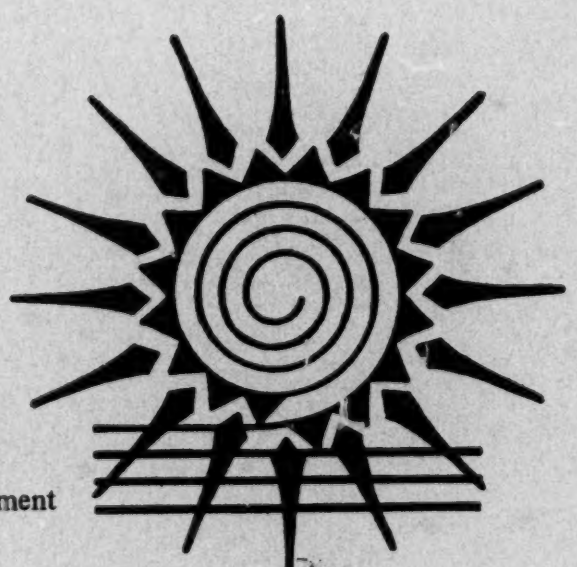

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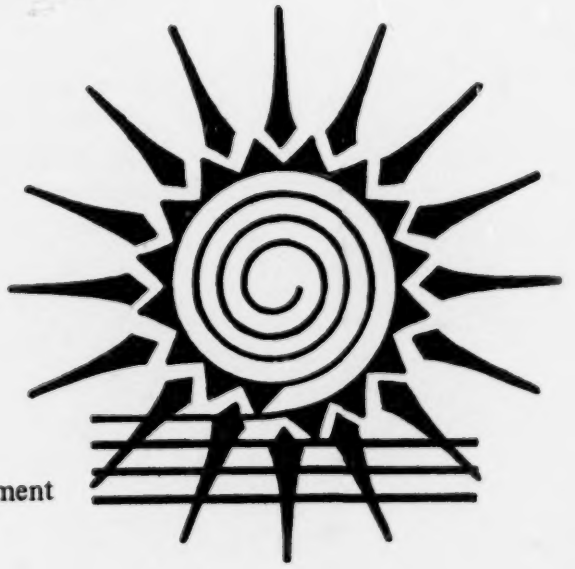

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as a supporting advisory document to the Final Report for the three-year project, 1968-1971.

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A NEW EDUCATIONAL APPROACH TO CAREERS IN HUMAN SERVICES

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CORD
Career Options
Research and Development

BACKGROUND

1963

"The Vocational Education Act of 1963 emphasized the need to develop vocational-technical education programs geared realistically and flexibly to current and anticipated employment opportunities. With this in mind, the Divsion of Comprehensive and Vocational Education Research has sought to increase the opportunities of training for careers in expanding human services activities and for growing occupations in developing technologies. Persistent unemployment and underemployment of the disadvantaged is incongruous in the face of our urgent need for trained personnel to provide more and better education, health, welfare, and other services to cope with our incresingly sophisticated technology."

U. S. Office of Education
Department of Health, Education and Welfare

1964

Preliminary discussions leading to the proposal for the Social Service Aide Project began in 1964 among four Chicago area community colleges: City Colleges of Chicago, Kennedy-King College (then Wilson Campus); Thornton Community College; Prairie State College (formerly Bloom Township Community College); and Central YMCA Community College. The common need: to develop a core curriculum toward the Associate of Arts degree with suitable training and education toward new careers in the social and human services.

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In 1966, the sponsoring colleges and the Chicago Metropolitan YMCA drafted a joint proposal requesting federal funding of a Social Service Aide Project which would explore the problems of creating new para-professional occupations in the field of human services, and develop suitable curriculum, delineate realistic career ladders, and serve as a catalyst for systematic development of new careers for social service aides.

1968

In August of 1968, the Division of Comprehensive and Vocational Education Research (Bureau of Research, Office of Education, Department of Health, Education and Welfare) agreed to fund the Social Service Aide Project through its Career Opportunities Branch under Section 4(c) of the Vocational Education Act of 1963. The Social Service Aide Project (SSAP) is known locally as Career Options Research and Development (CORD).

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DEFINITIONS

Before we actually begin talking about the work of Career Options, perhaps a few definitions are in order.

Human Services: A broader term than the disciplines of social service, *i.e.*, casework, group work, and community organization. Human services utilize all person-to-person relations and group processes in such helping professions as health service, education, public welfare, social service, corrections, recreation, employment service, and rehabilitation.

Systems Approach: A scientific procedure, often applying mathematical models, to deductively organize human, ecological, and logistical resources in relation to need, in order to induce the most effective and efficient scope of work to achieve stated goals and objectives.

Functional Task Analysis: A systemic organization of data, collected through interviews and observations of job performance, delineating the conditions and worker traits required for accomplishing the goals and objectives.

Task Cluster: A group of tasks relating to the same job.

Core Curriculum: Common body of knowledge, skills, techniques, and know-how among related fields of service. It is assumed that a core curriculum exists at every level of the job hierarchy, across several fields of service. Thus, a student or worker can anticipate several career options upon satisfactory completion of the core curriculum.

Career Ladder: A graded sequence of job positions starting at the Trainee level and progessing through Technician and Technologist levels to

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Professional job positions. It delineates the step-by-step career mobility from one level to the next, as well as from one job area to another on the same level.

Career Entry Position: The first in a sequence (or ladder) of positions, each with a minimal requirement of knowledge, skills, know-how, temperament and other traits needed to perform the respective jobs. This assumes the technical possibility of career entry at every level of the job hierarchy.

Entry Training and Education: A curriculum of specific job training and liberal arts education in preparation for career entry.

On-the-Job Training: Supervised work along with organized instruction for performing in actual task-oriented situations.

Skill Training: Specific instruction or laboratory training in the knowledge and skills required to perform a specific function.

Credit for Life/Work Experience: A formal procedure by which an employee's job-related experience is given equivalent academic credit or merit consideration for career advancement.

Certification: Official agency recognition by the academic institution of the trainee's level of career achievment and his qualifications for higher education.

OBJECTIVES AND FINDINGS

Career Options Research and Development (CORD), a Chicago YMCA action-research project, has been developing and evaluating curriculum in vocational-technical education in order to better prepare people who want to make careers in the changing fields of social and human services. Having assumed the necessity for a systems approach to career development in continuing education at the secondary, post-secondary, and higher levels of education, Carreer Options has researched, designed, tested, and evaluated new career programs in conjunction with educational institutions. Such new career programs for para-professional training and advancement will, in the long run, alleviate our present acute shortages of professional manpower, provide useful jobs with career possibilities for larger numbers of unemployed and underemployed persons, and help improve the delivery of health, education, welfare, and other human services to the community. These, at any rate, are the goals.

We should take a closer look at these goals. What are the conditions right now in terms of professional manpower in the human services field? Currently, the delivery of human services lags far behind people's need. There has arisen within the human service agencies an increasing demand for professional degreed workers, but the professional schools have so far been unable to expand rapidly enough to include the unemployed and underemployed and thereby meet the demand. Moreover, both employers and educators who train for human services over-emphasize academic credentials at the expense of work experience and general competency. Ironically, the professional positions are being filled at less cost by indigenous "non-professionals" (also called "sub-professionals" or "para-professionals"). As things stand now, the grass-roots delivery of human services depends heavily upon the para-professionals. However, the vast majority of these non-credentialed workers have no negotiable career ladders, nor do they have the time and wherewithal to get education and training that would give them professional status.

Now that we know that para-professionals are filling the gaps left by unavailable credentialed personnel, where do the unemployed and underemployed fit in? According to the National Center for Educational Research and Development
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Research and Development, U. S. Office of Education, ". . .Between 1966 and 1975, manpower needs in health-related occupations are expected to increase at least 36 percent, which means that we must have about 110,000 more physicians, 360,000 additional registered nurses, and 250,000 more practical nurses. In welfare, an estimated 10,000 to 12,000 vacancies already exist in currently budgeted social service positions. About 15,000 social workers are needed annually just to staff new child care and health programs and to replace workers leaving the field. In education, an estimated 1.6 million new elementary and secondary school teachers will be needed between 1967 and 1975 to replace teachers who leave the educational system and to maintain trends in current teacher-pupil ratios."

Unfortunately, this projection of need does not actually commit anyone to make these jobs available to the unemployed and underemployed. Except where low-budget programs and services justify the use of poor people, professional openings are by-and-large unavailable to welfare recipients, veterans, the old and experienced, the young and inexperienced, the undergraduates and the "over-qualified," let alone the physically or socially handicapped. Career Options has been working out programs in which genuine lifetime career opportunities in human service fields can be made available through combinations of educational and on-the-job experience and training.

In order to impletment such a project, Career Options raised three practical concerns of paramount importance.

1. Are the current para-professionals and students already adequately trained to fill the gaps in human service fields?
2. Does real educational support for professionalization beyond the dead-end job exist anywhere?
3. What is the most relevant vocational-technical education for human service carrers? The most comprehensive? The most career-enhancing? The least expensive and least time-consuming?

In the first phase (1968-1969) of the Career Options project (then called

the Social Service Aide Project) the findings confirmed essentially the following:

> An education through college and graduate school has traditionally been regarded as the pre-requisite for career entry into professional social service. However, scarcely any scientific evidence exists to positively correlate what a person learns in school (curriculum) with what he practices on the job (functional task). This is particularly true of many new community services that depend heavily on a person's life and work experience, that is, the knowledge and abilities he has acquired through performance. This fact alone raises a most important question among both credentialed and non-credentialed workers: Is it possible to promote early career-entry, with relevant on-the-job training and concomitant education that would bridge the gap between academic learning and professional practice?

As one of its first tasks, Career Options had to define the jobs being performed in the field of human services. After 217 interviews and extended observations, the project task force recorded over 2000 functional tasks which people were actually performing. These, upon analysis and restructuring, produced a more descriptive hierarchy of jobs, reflecting more realistically the different levels of competency which the secondary and post-secondary schools can fulfill. For example, a trainee with a high school preparation can be expected to perform certain people-oriented functions, such as influencing clients in favor of a service or a point of view; and certain data-oriented functions, such as transcribing, entering, and posting data, to facilitate record-keeping, documentation, and research work. Successful performance of these functions within a year should qualify an individual to be examined for the next higher level (technician's position) requiring more complex skills, such as performing basic recreational and therapeutic activities, and so forth. Since the core curriculum (or common knowledge, skills, and know-how) is found to be similar among related fields in human services, a career entrant has the options of community organization, health service, group work, social service administration, casework, child care, mental health, and teaching assistance.

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HUMAN SERVICES CAREER LADDER

Occupational Status and Education		Life/Work Experience
Professional Doctor's degree Master's degree		6 yrs of progressive experience with Equivalency Examination
Technologist II Bachelor's degree	Any combination of: Vocational-Technical Education and Life/Work Experience to ascend career ladder with least time and expense, and to achieve the most comprehensive knowledge, skills, and know-how	5 yrs of progressive experience with Equivalency Examination
Technologist I 3rd yr College Certificate		4 yrs of progressive experience with Equivalency Examination
Technician II Associate in Arts degree		3 yrs of progressive experience with Equivalency Examination
Technician I 1st yr College Certificate		2 yrs of progressive experience with Equivalency Examination
Trainee High School or less		1 yr of training before taking Qualifying Examination for Technician I position

CAREER LADDER BY CREDIT HOURS & LIFE/WORK EQUIVALENCY

Occupational Status and Educational Breakdown in Credit Hours		Life/Work Equivalency
PROFESSIONAL At least 30 graduate credit hours in professional education and training		6 years of progressive experience and Equivalency Examination
TECHNOLOGIST II General Education Vocational-Technical Bachelor's Degree	 60 60+ 120 credit hours	 5 years of progressive experience and Equivalency Examination
TECHNOLOGIST I General Education Vocational-Technical 3rd Year Certification	 30-60 30-60+ 90 credit hours	 4 years of progressive experience and Equivalency examination
TECHNICIAN II General Education Vocational-Technical Associate in Arts	 30 30+ 60 credit hours	 3 years of progressive experience and Equivalency Examination
TECHNICIAN I General Education Vocational-Techinical 1st year Certification	 15-30 15-30+ 30 credit hours	 2 years of progressive experience and Equivalency Examination
TRAINEE High School diploma or equivalent, including as many as 7 units of Human Services Curriculum		1 year of training before taking Qualifying Examination for Technician I position

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Life/Work Equivalency

6 years of progressive experience and Equivalency Examination

5 years of progressive experience and Equivalency Examination

4 years of progressive experience and Equivalency examination

3 years of progressive experience and Equivalency Examination

2 years of progressive experience and Equivalency Examination

1 year of training before taking Qualifying Examination for Technician I position

The findings indicated that it would be feasible to use existing educational resources (such as community colleges, universities, and high schools) for the research and development of a human services core curriculum at various levels. This would enable a person to enter on a career in human services at any level of academic or on-the-job experience, and would provide him a means for subsequent advancement. (See Tables: Human Services Career Ladder)

During Phase II (October 1969 – September 1970), Career Options' major thrust was directed at testing, evaluating, and validating the core curriculum. Two colleges that participated in Phase I analysis served as pilot test-sites. They were the Kennedy-King College (City Colleges of Chicago) and Prairie State College. A third college also participated in Phase I -- the Central YMCA Community College – consolidated five courses of the core curriculum, namely, English, Philosophy, Humanities, Psychology, and History into a seminar called "Quest for Identity," which likewise underwent vigorous testing and evaluation.

With the cooperation of these three colleges, Career Options actively sought out "turned on" educators at the high school and senior college levels, who would also develop a test design for core curriculum that could be more readily applicable to on-the-job performance as well as academic and career mobility. Owing to their involvement in the formative stages of Career Options' systems approach to curriculum development, a handful of professionals as well as paraprofessionals were especially helpful in promoting innovative techniques in experimentation. (Results of Phase II test and evaluation are contained in the final reports of Pilot "A," Pilot "B," and Pilot "C" respectively. See "Career Options Advisory Documents" section.)

Shown on pages 10-16 of the Appendix are composite outlines of the secondary and post-secondary levels of vocational-technical education in human services, from Trainees with high school background, to Professionals with graduate education and/or job experience. Each curriculum for a particular level of education is accompanied by a standard job classification. These were matched in terms of significant functions (e.g., persuading, speaking-signalling, serving, as in people-oriented functions) that must be performed by the job-holder.

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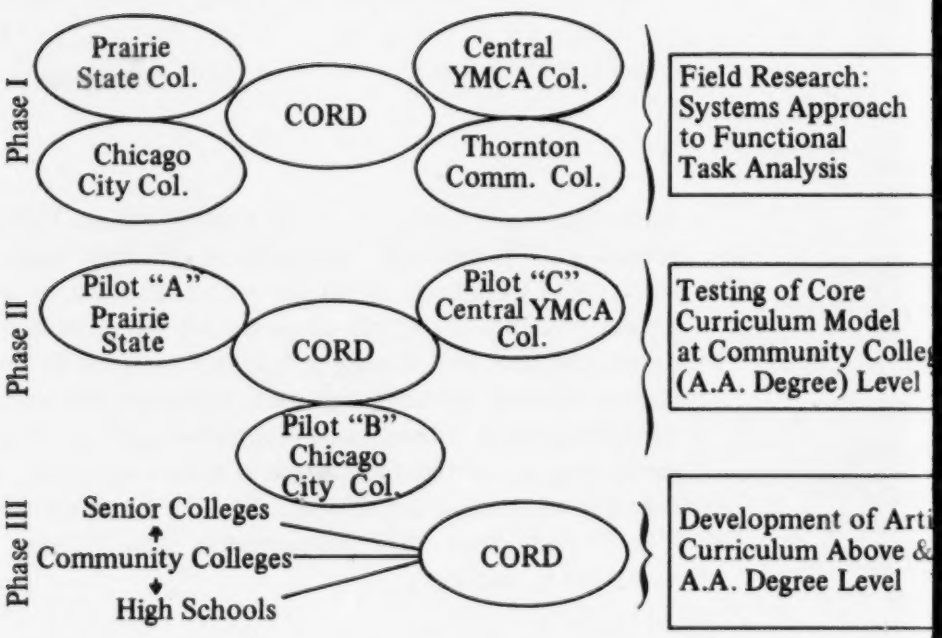
3. Articulation o technical educ



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The numbers representing significant functions (e.g., 5 = persuading, and 6 = speaking-signalling) indicate the level of performance, in decreasing order. Thus, a zero-order people-oriented function (monitoring) is regarded as the most relatively complex operation, and numbers 1, 2, 3, 4, etc. require a relatively less complex performance. For more detailed explanation of these numerical scales of significant function, see A Systems Approach to Human Services, among the Career Options advisory documents. They are adapted from the early work of Sidney A. Fine of W. E. Upjohn Institute for Employment Research.

OBJECTIVES

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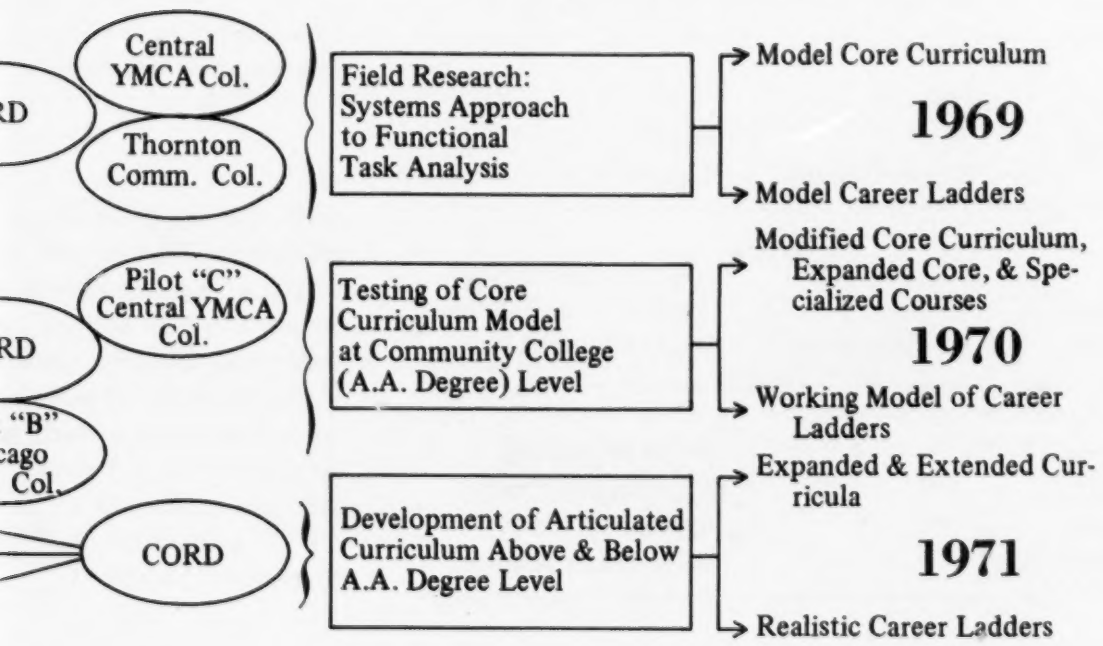
and scope of human services

2. Organization of functional tasks and skills into eight career ladders (lattices).

3. Articulation of secondary and higher vocational-technical education in human services



Phase III (October 1970–September 1971) essentially continued the work of Phase II, which was to produce research models for human services curriculum development and job restructuring, and to evaluate the courses, teaching methods, and syllabi used in the curriculum. The following specific objectives were accomplished:

1. The research and design of human services core curriculum was extended from the AA level down to the high school and upward through the university levels within each of the pilot programs. As Career Options phases out at the conclusion of Phase III, the research and development process is being taken over by the participating Chicago area educational institutions and agencies.

2. The impact of human services career development has been evaluated within each of CORD's pilot programs, and the Phase II curriculum evaluation has been validated. Career Options has further sought the cooperation of employers in designing and implementing the future development of New Careers programs.

3. Social and human services workers, administrators, educators, students, clients, and employers were brought together to confer on problems of academic and career accreditation, standards for life and work experience, as well as credit transfer between secondary and post-secondary educational institutions.

4. Advisory documents have been produced that describe the work and findings of the Career Options Research and Development project. These documents deal with (1) evaluations, syllabi, and manuals which delineate and discuss new careers within the human services; (2) implications for legislation; (3) the cost and benefit factors in human services as regards the training and education of paraprofessionals; (4) the accreditation of life and work experience; (5) the systems approach to functional task analysis; and (6) community control of human services.

CAREER OPTIONS ADVISORY DOCUMENTS

The following is a list of the other Career Options advisory documents along with a brief summary of each.

OVERALL PROJECT DOCUMENTS

New Careers ––From Legislation to Administration

Based on the Career Options Chicago Experiment, this publication identifies gaps between legislation and administration of New Careers programs, between theory and practice, between the Acts of Congress and the interpretation for implementation of such Acts. The major contribution of this publication is in its emphasis on and promotion of effective guidelines for inclusion of thorough research, design, testing, evaluation, and upgrading of skills and services as essential features of the administration of New Careers programs.

Cost–Benefit Considerations of New Careers Programs

Preliminary to the analysis of cost effectiveness, exploration of individual and institutional costs and benefits is undertaken. This publication attempts to define and delimit those socio-economic factors which contribute most heavily to the ledger of New Careers in human services.

Credit for Life and Work Experience

Addressed to educators, this publication outlines the rationale for accreditation of life and work experience. It describes working models in action, and points out some of the problems and promises of such accreditation. It also argues against the current educational tracking system which tends to confine academic and career mobility.

A Systems Approach to the Human Services

This is a "how-to" manual that presents a systemic approach to the research, planning, implementation, and evaluation of a program that will provide for careers in social and human service. Based on the Career Options project, this publication describes a technical

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and evaluation of a program
and human service. Based on
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scope of work involving educational institutions and human service agencies.

Innovative Development of Course Content and Delivery
Guidelines, methods, and model courses in human services are suggested for curriculum developers and teachers, to provide a vocational-technical education which is practical, less expensive, realistic, and yet lends itself to comprehensive career advancement.

Community Control and Social Service Agencies
This is a journal article pointing out the need for community controlled education and training in order to realistically improve the quality of human services in the community. Practical issues are discussed, and possible answers suggested.

Human Services Course Delivery Systems
This document is a guide for teachers who are concerned about the relative effectivenss of various teaching techniques as tested in the Career Options project. It includes the latest teaching innovations as practiced at the City Colleges of Chicago, Prairie State College, and Central YMCA Community College.

DOCUMENTS FROM PILOT "A" (PRAIRIE STATE COLLEGE)

The New Careers Guide of Prairie State College
The predominantly mature and non-regular students at Prairie State College are confronted by unique obstacles. This guide offers advice on the values of vocational-technical education, released time, credit for life and work experience, academic requirements, on-the-job training, civil service, employment application, and preparation for career advancement.

Manual for Teaching Paraprofessionals

This publication is based on the experience and suggestions of the Prairie State College faculty who have planned and taught social and human service courses. Among the topics are: Counseling the New Careerist, Designing and Evaluating the Syllabi, Classroom Without Walls, Exercises and Experiments, Examinations and Grading.

Community Resources Manual

This is a syllabus of course materials and teacher's guidelines for innovative approaches to the identification and utilization of community rescources. Intended to be a down-to-earth, know-how course in the core curriculum, extensive research and wok experience are encouraged. This course will be offered at Prairie State in the fall of 1971.

DOCUMENTS FROM PILOT "B" (CITY COLLEGES OF CHICAGO, KENNEDY-KING COLLEGE)

Syllabus for the Human Services Institute, City Colleges of Chicago

A detailed description of program planning, implementation, and evaluation of human service education, this document incorporates the long-range plans of the City Colleges of Chicago, including their articulation with high schools and senior colleges to ensure credibility in student transfer.

Teacher's Manual for the Human Services Institute, City Colleges of Chicago

A description of student supportive measures found essential in working with New Careers students.

Students' Manual for the Human Services Institute, City Colleges of Chicago

A detailed description of evaluation procedures as applied to a task-based curriculum, including research findings of Pilot "B".

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Syllabus for Career Devel

This document presents
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DOCUMENTS FROM PILOT "C"

Syllabus for Career Development of YMCA Staff

This document presents a design based on Pilot "C" experience in facilitating on-the-job training and academic advancement as applied to a wide variety of human services. Emphasis is placed on "competency" with alternate routes for professional achievment.

Employee's Handbook to a Restructured Agency

This manual serves as a guide to the understanding of academic, social, philosophical, and technical requirements of human services. It also identifies resources in education and employment for personal research and planning of careers in human services. It is very useful for teachers and counselors who are themselves involved in the helping process. Based on Pilot "C" it suggests effective approaches toward increasing resourcefulness in teaching the students who are involved in the helping professions.

APPENDIX

HUMAN SERVICES TRAINEE

Thiscurriculum is suggested for the high school stude
in human services career entry at the trainee level.
knowledge and skills to be acquired by an experience
high school diploma in order to pursue the Technician

Title	Description
Community Problems and Resources I	Overview of psycho-social problems in various Chicago communities and community organizations and institutions set up to deal with them.
Human Relations Training (HRT)	Personal experience with group, community building dynamics, self awareness exercises, honest communication, and effective listening skill.
Organizational Anyalysis (strongly recommended for Social Service Aide and Community Organizer)	Analysis of community resource organization from viewpoints of HRT experience and formal organizational theory.
Human Services Communication	Interview skills, report writing, public relations,promotion.

Community Pr
and Resources

Practicum

Specialized Co

APPENDIX

UMAN SERVICES TRAINEE

niscurriculum is suggested for the high school student who is interested
human services career entry at the trainee level. It indicates areas of
nowledge and skills to be acquired by an experienced trainee without a
gh school diploma in order to pursue the Technician I position.

ion

of psycho-social problems in Chicago communities and ity organizations and institutions deal with them.	Community Problems and Resources II — Intnesive study of psychosocial problems and community organizations and institutions in one neighborhood and/or racial/ethnic community.
l experience with group, nity building dynamics, self ness exercises, honest ication, and effective listening	Practicum — Paid or volunteer on-the-job experience in human service agency or as a teacher-aide in one of the Basic Core courses (tuition free). (May repeat for credit; suggest 1/2 tuition charge if away from school).
	Specialized Course — In each of the eight identified human services fields.
s of community resource ion from viewpoints of HRT nce and formal organizational	
skills, report writing, public promotion.	

STANDARD JOB CLASSIFICATION: TRAINEE

A. Significant Functions

People

5 = Persuading:	Influences clients in favor of a service or a point of view.
6 = Speaking/Signalling:	Gives/takes non-porfessional information--verbal and non-verbal.
7 = Serving	Attends to the immediate needs (viz. food, shelter, money, transportation) of clients.
8 = Taking Instructions	Follows work assignments/instructions.

Data

5 = Copying:	Transcribes/enters/posts data.
6 = Comparing:	Observes people/data/things to note/record prescribed changes/differences in structural or functional characteristics.

Things

5 = Tending:	Observes with prescribed judgment to ensure maintenance and adjustment of operating tools and machines.

B. Education — High School diploma or less: must complete 1 year of training before taking Qualifying Examination for Technician I position.

C. Salary — Minimum of $4,500 per annum.

HUMAN SERVICES TECHNICIAN I & II

This curriculum is suggested for the high school graduate who is interested in human services career entry at the Technician I (30 credit hours) level, or Technician II (60 credit hours) level. It indicates areas of knowledge and skills to be acquired by any non-credentialed technician in order to pursue the Technologist I position.

General Education (32–34 credit hours)

English--Reading/Writing
Mathematics/Statistics
General Science
National/State/Local Gov't.
Health Education
Physical Fitness
Introductory Psychology
Introductory Sociology
Consumer Economics
Introductory Philosophy
Contemporary History
Speech
American Education

Vocational-Technical Core (16–18 credit hours)

Intro. to Human Services
Communication in Human Services
Community Resources
Group Process
Techniques of Organization
Interviewing Techniques
Field Practicum (Six hours of field practice per week, plus three hours in seminar.)

Expanded/s
Human Biol
Social Probl
Recreation
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Qualitative
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Field Practi

ol graduate who is interested
cian I (30 credit hours) level,
ndicates areas of knowledge
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Consumer Economics
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Contemporary History
Speech
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Group Process
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Expanded/supportive Core (14–16 credit hours)

Human Biology
Social Problems
Recreation
Human Growth & Development
Physical Education
Abnormal Psychology
Creative Activities
Race Relations

Options

Human Services Research
Quantitative Methods
Qualitative Analysis
Action Research and Evaluation
Experimental Design and Analysis
Field Practicum

Youth Service
Youth Service as a Profession
Program Development & Review
Youth Culture
Outreach Methodology
Field Practicum

Senior Citizens Service
Social/Cultural Gerontology
Geriatrics as a Profession
Creative Activities
Program Development and Review
Field Practicum

STANDARD JOB CLASSIFICATION: TECHNICIAN I

A. Significant Functions

People

4 = Diverting:	Conducts recreational/therapeutic activities; directs and/or assists clients.
5 = Persuading:	Influences clients in favor of a service or a point of view.
6 = Speaking/ Signalling:	Gives/takes non-professional information--verbal and non-verbal.

Data

4 = Computing:	Performs arithmetic operations and reports/follows prescribed procedures to solve problems.
5 = Copying	Transcribes/enters/posts data.

Things

4 = Manipulating:	Uses tools, devices, and machines to guide/place/produce data or things (e.g., typing, calculating, mimeographing, collating).
5 = Tending:	Observes with prescribed judgment to ensure maintenance and adjustment of operating tools and machines.

B. Education — First year college certification (one year beyond high school) or 2 years of progessive experience with Equivalency Examination.

C. Salary — Minimum of $5,250 per annum.

STANDARD JOB

A. Significant Functions

People

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Data

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4 = Manipulating:	Uses guide/ calcula

B. Education — Associ experi

C. Salary — Minim

LASSIFICATION: TECHNICIAN I

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college certification (one year beyond high
or 2 years of progessive experience with
ncy Examination.

of $5,250 per annum.

STANDARD JOB CLASSIFICATION: TECHNICIAN II

A. Significant Functions

People

3 = Supervising: Determines or interpretes work/study procedures for individuals or groups; maintains work/study efficiency and effectiveness by effecting interpersonal relations.

4 = Diverting: Conducts recreational/therapeutic activities; directs and/or assists clients.

5 = Persuading: Influences clients in favor of a service or a point of view.

Data

3 = Compiling: Gathers/sorts data to abstract information; reports/follows information to carry out action.

4 = Computing: Performs arithmetic operations and reports/follows prescribed procedures to solve problems.

5 = Copying: Transcribes/enters/posts data.

Things

3 = Driving/ Operating: Guides the use of machines (e.g., automobile) to convey things or people.

4 = Manipulating: Uses tools, devices, and machines to guide/place/produce data or things (e.g., typing, calculating, mimeographing, collating.

B. Education: Associate in Arts degree, or 3 years of progressive experience with Equivalency Examination.

C. Salary: Minimum of $6,000 per annum.

HUMAN SERVICES TECHNOLOGIST I & II

This curriculum is suggested for the junior college Associate in Arts degree graduate who is interested in human services career entry at the Technologist I (90 credit hours) level, or Technologist II (120 credit hours) level. It indicates areas of knowledge and skills to be acquired by any non-credentialed Technologist, in order to pursue the Professional entry position.

General Education (32–34 credit hours)

Business/Creative Writing
Managerial Statistics
Science & Technology
Political Sociology
Human Ecology
Contemporary Philosophy
Educational/Social Psychology
Modern U.S. History
Music/art Appreciation
Theory of Economic Development

Vocational-Technical Core (16–18 credit hours)

Methods of Social Research
Communications
Health Relations
Systems of Human Service Delivery
Human Growth & Development
Behavior Modification
Field Practicum

Expanded/Supportive Core–Options (14–16 credit hours)

Community Organization
Principles & Methods of Community Organization
Community Planning and Development
Community (Social Control)
Field Practicum

Legal Aid
Constitution and Civil Liberties
Legislative Action
Legal Research
Consumer Protection
Field Practicum

Group Work
Group Process
Group Theory
Behavior Modification
Guidance and Counseling
Field Practicum

Human Service Administration
Human Relations
Formal Organization
Project Management
Employee Relations
Field Practicum

Law Enforcement
Social Disorganization
Constituion and Civil Liberties
Legal Aspects of Law Enforcement
Courts and Law Enforcement
Field Practicum

Urban Development
Urban Ecology and Human Resources
Demography
Inter-group Relations
Planning and Development
Field Practicum

Corrections
Social Disorganization
Social Rehabilitation
Courts and Corrections
Behavior Modification
Field Practicum

Mental Health
Community Mental
Therapeutic Methods
Projective Techniques
The Client System
Field Practicum

Consumer Service
Consumer Protection
Legal Aid
Social Welfare
Community/Social Control
Field Practicum

Health Service
Public Community Health
Treatment Methods
Organization of Health Delivery Systems
Preventative Medicine
Field Practicum

Education
Systems Approach to Curriculum Development
Teaching Methods
Vocational Guidance and Counseling
Audio-Visual Instruction
Field Practicum

Insurance
Actuarial Statistics
Demography
Human Growth and Development
Gerontology
Field Practicum

Child Development
Early Childhood Development
Institutional Care
Learning Theory
Creative Guidance Techniques
Field Practicum

Case Work
Case Study and Evaluation
Guidance and Counseling
Behavior Modification
The Client System
Field Practicum

Family Service
Modern Family Structure
Approaches to Family Life Programs and Services
Family Planning
Guidance and Counseling
Field Practicum

STANDARD JOB CLASSIFICATION: TECHNOLOGIST I

A. Significant Functions		
	People	
	2 = Instructing:	Explains/describes/illustrates/demonstrates/make recommendations on the basis of technical knowledge (e.g., health service, language arts, nutritional meal preparation, accounting.
	3 = Supervising:	Determines or interpretes work/study procedures for individuals or groups; maintains work/study efficiency and effectiveness by effecting interpersonal relations.
	4 = Supervising:	Conducts recreational/therapeutic activities; directs and/or assists clients.
	Data	
	2 = Analyzing:	Examines/evaluates data; presents alternative actions in relation to data examination/evaluation; determines relationships between data variables.
	3 = Compiling:	Gathers/sorts data to abstract information; reports/follows information to carry out action.
	4 = Computing:	Performs arithmetic operations and reports/follows prescribed procuedures to solve problems.
	Things	
	2 = Operating/ Controlling:	Start/stops/controls/adjusts the use of professional tools, devices, and machinery (e.g., mechanical or electronic data processing).
	3 = Driving/ Operating:	Guides the use of machines (e.g., automobile) to convey things or people.
B. Education		Third year college certificate (one year beyond the Associate in Arts degree) or 4 years of progressive experience with Equivalency Examination.
C. Salary		Minimum of $7,000 per annum.

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2 = Operating Controlli

B. Education

C. Salary

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degree) or 4 years of progressive
quivalency Examination.

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STANDARD JOB CLASSIFICATION: TECHNOLOGIST II

A. Significant Functions

People

1 = Negotiating: Exhange of ideas, information, and opinions with others to formulate policies and programs and/or arrive at joint decisions, conclusions, or solutions.

2 = Instructing: Explains/describes/illustrates/demonstrates/makes recommendations on the basis of technical knowledge (e.g., health service, language arts, nutritional meal preparation, accounting).

3 = Supervising: Determines or interprets work/study procedure for individuals or groups; maintains work/study efficiency and effectiveness by effecting interpersonal relations.

Data

1 = Coordinating: Determines time/place/sequence of operations and takes action upon analysis; executes determinations and/or reporting both written and verbal.

2 = Analyzing: Examines/evaluates data; presents alternative actions in relation to data examination/evaluation; determines relationships between data variables.

Things

1 = Precision Working: Uses professional and/or technical tools, devices, etc. to perform a scope of work that requres quantitative accuracy.

2 = Operating/ Controlling: Starts/stops/controls/adjusts the use of professional tools, devices, and machinery (e.g., mechanical or electronic data processing).

B. Education — Bachelor's degree or 5 years of progressive experience with Equivalency Examination.

C. Salary — Minimum of $8,000 per annum.

HUMAN SERVICES PROFESSIONAL

This curriculum is suggested for the Bachelor in Arts/Bachelor in Sciences degree graduate who is interested in human services career entry at the Professional level (at least 30 graduate hours beyond the college degree). It indicates areas of knowledge and skills to be acquired by any non-credentialed technologist, in order to be accredited or certified as a human services Professional.

A. Career Option in Education/Training/Administration (Master's Degree)

Theory	Credit Hours
Social Policy/Legislation/Administration	3
Contemporary Human Problems and Issues	3
Theory of Organization	3
Practice	
Personnel Administration	3
Fiscal Management	3
Staff/Manpower Development	3
Tools	
Managerial Statistics or Accounting	3
Systems Analysis	3
Management Methods	3
Thesis or Special Project	3
	Total 30

B. Career Option
Program (Master's

Theory
Principles of Psyc
Contemporary So
Seminar on Learn

Practice
Group Dynamics/
Counseling and G
Testing and Evalu
Projective Techni

Tools
Behavioral Modificatio
Systems Analysis

Thesis or Special Projec

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Total 30

B. Career Option in Research/Therapeutic/Clinical/Experimental Program (Master's Degree)

Theory	Credit Hours
Principles of Psychotherapy	3
Contemporary Schools of Psychology	3
Seminar on Learning/Motivation/perception	3
Practice	
Group Dynamics/Theory	3
Counseling and Guidance	3
Testing and Evaluation	3
Projective Techniques	3
Tools	
Behavioral Modification/Intervention	3
Systems Analysis	3
Thesis or Special Project	3
	Total 30

STANDARD JOB CLASSIFICATION: PROFESSIONAL

A. Significant Functions

People

0 = Monitoring: Provides counseling/guidance or therapy to individuals or groups to resolve problems by legal, scientific, clinical, spiritual, or other disciplines governed by professional principles, codes, and ethics.

1 = Negotiating: Exchanges ideas, information, and opinions with others to formulate policies and programs and/or arrive at joint decisions, conclusions, or solutions.

2 = Instructing: Explains/describes/illustrates/demonstrates/makes recommendations on basis of technical knowledge (e.g., health service, language arts, nutritional meal preparation, accounting).

Data

0 = Synthesizing: Internalizes and integrates knowledge by data analysis to discover or invent concepts for explanation/interpretation and alternate plans of action.

1 = Coordinating Determines time/place/sequence of operations and takes action upon analysis; executes determinations and/or reporting--both written and verbal.

2 = Analyzing: Exa
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B. Education Doc
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C. Salary: Min

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2 = Analyzing: Examines/evaluates data; presents alternative actions in relation to data examination/evaluation; determines relationships between data variables.

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Things

0 = Setting Up: Prepares work objectives, designs, procedures, and methods by the use of technical aids, devices, forms, and scientific tools, usually involving high-level data functions.

1 = Precision Working: Uses professional and/or technical tools, devices, etc. to perform a scope of work that requires quantitative accuracy.

2 = Operating Controlling: Starts/stops/controls/adjusts the use of professional tools, devices, and machinery (e.g., mechanical or electronic data processing).

B. Education — Doctor's or Mater's degree or 6 years of progressive experience with Equivalency Examination.

C. Salary: — Minimum of $9,000 per annum.